

TUGAS AKHIR  
Technique of teaching vocabulary to the 3<sup>rd</sup>  
Grade students in SDN 2 Jetis Karanganyar



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## ABSTRACT

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This final project report is written based on the job training which has been carried out by the writer at SDN 02 Jetis Karanganyar within two months. The writer took the 3<sup>rd</sup> grade class as the subject to be observed.

The objectives of this report are: 1. to describe technique used in teaching vocabulary to the 3<sup>rd</sup> grade students in SDN 02 Jetis Karanganyar. 2. To describe how effective of using techniques in vocabulary teaching learning process.

In writing this final project report, the writer collected the data by observing the class, interviewing the teacher and teaching in the classroom directly. The writer used some techniques in teaching activity. All of the activities were done to find out the conclusion of the objectives. In conclusion, using techniques have some benefits in teaching vocabulary, such us: making the students enthusiastic, making English teaching learning process not to be monotonous, making good atmosphere in class, helping the teacher control the class condition and helping the students more understand and memorize of the material. Creativity of the teacher for using techniques is the key to make teaching and learning activity exciting.

# **CHAPTER 1**

## **INTRODUCTION**

### **A. Background**

Language is a media to communicate with other people. Without language this world becomes silent. There are many languages in this world. Some of them become an international language. English, as international language has become the most popular foreign language in Indonesia even in the world. English is used in the most country in world for companion language in teaching process, international business, medical, etc.

Using English in teaching process is important to produce high quality of human resources who master in English. Now, English is the key of success in many levels, so it is necessary to give English lesson for young learner, especially in elementary school.

As we know, elementary school is the first level where young learners start to learn lesson formally. In this stage the children are introduced English in classroom learning from the beginning. Recently, English lesson has been included in the elementary school curriculum by the government. That policy has purpose to create better generation who really master in English.

In an elementary school, children study the Basic English. They study about simple words or things in their surroundings such as the name of animal, fruits, vegetables, occupations, colors, etc. They study about the vocabulary to enrich their capabilities in learning English.

Vocabulary is very important for young learners who study English. The learners will get difficulties in understanding the new language if they do not know the meaning of the words. Learners need to learn what words mean and how to make a sentence from words. They will easily understand the sentence if they know the meaning of each word.

Considering the situation above, the writer was interested and decided to complete the job training in SDN 02 JETIS, Karanganyar. During the completion of job training in SDN 02 JETIS, Karanganyar, the writer taught 1<sup>st</sup> grade until 6<sup>th</sup> grade and focused in technique in teaching English vocabulary.

Teaching young learner is different from teaching adult. Young children tend to change their mood every other minute, and they find it extremely difficult to sit still. On the other hand, they show a greater motivation than adult to do things that appeal to them. Since it is almost impossible to cater to interest of about 25 young individuals, the teacher has to be inventive in selecting interesting activities, and most provide a great variety of them. (<http://exchanges.state.gov/forum/vol31/no2/p14.htm>). Therefore the writer used some techniques in teaching vocabulary. The writer thought that using technique would be an effective and interesting activity for teaching vocabulary in the classroom. Finally, the writer decided to present a discussion and report entitled **TECHNIQUE OF TEACHING VOCABULARY TO THE 3<sup>RD</sup> GRADE STUDENTS IN SDN 02 JETIS KARANGANYAR.**

## **B. Objective**

To describe in making this final project are:

- To describe technique used in teaching vocabulary to the 3<sup>rd</sup> grade students in SDN 02 Jetis Karanganyar.
- To describe the effective techniques in vocabulary teaching learning process.

## **C. Benefit**

It is hoped that this final project report will give advantages to:

- English Teachers

It is hoped that this report can be the references in teaching vocabulary in classroom. This report is very useful. It makes the teaching learning process not monotonous.

- The Institution

It is hoped that this report can give useful input to SDN 02 JETIS in developing new teaching technique to increase the quality of teaching.

- The Reader

It is hoped that this report can be beneficial for readers who need an additional reading about trick for teaching which provide a good alternative to make children interested with material.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. English Language Teaching and Learning Process**

Education is cohesiveness of teaching and learning. Therefore both of them are important to establish the success of education. Teaching is part of learning process. It is an important activity that is very helpful for students in their understanding in what they are learning. Teaching is work of teacher to deliver the subject to the students.

There are some definitions about teaching. "Teaching is an activity carried out by someone to give knowledge to other". To be a good teacher should make her/his interesting should point out:

1. A teacher should make her / his lesson interesting.
2. A teacher should have lots of knowledge.
3. A teacher should have an outgoing personality.
4. A teacher must love her / his job.
5. A teacher is an entertainer in appositive sense, not in negative sense. (Harmer, 1998:1)

According to Brown, " Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know understand". (Brown, 2000:7). In other word, teaching is guiding and facilitating the learners for learning. For

English teaching, teaching is showing and helping the learners how to get and understanding English.

Meanwhile, according Cronbach in his book entitled “Education Psychology” in (Ahmadi, 2004:126) learning is shown by change behavior as a result of experience. Learning is acquiring or getting of knowledge of a subject or skill by study, experience, or instructions. (Brown, 2000:7). Learning is a process of getting new knowledge, information, and skill from their teacher explanation. Learning is process from the development of human life. With learning, human do changes of qualitative of personality so the behavior develops.

## **B. Young Children**

Philips defined young learners as children from the first year of formal schooling (five or six years old) top eleven or twelve year old. According to [www.englishraven.com](http://www.englishraven.com) (February 13, 2009), the age of learners can be categorized in to three ages (1996:5) , which are:

1. The age of 5 – 12 is considered young learners.
2. The age of 12 – 18 is considered teenagers.
3. Older than 18 is considered to be adult.

The elementary school is principally concerned with children during interval of their lives between the stage of great depending upon the adult world for substance and guidance and a point of greater maturity at which they make many of their decisions (Beauchamp, 1964: 204).

### C. Teaching English to Young Children

In his book entitled “The Practice of Language Teaching”, Jeremy Harmer said, “more than anything else, children are curious, and this in itself is motivating (1991). At the same time their span of attention or concentration is less than that of an adult”.

Paul Bress suggests seven steps in vocabulary teaching to young learners. They are;

1. The teacher gets students to listen to the word or phrase in authentic-sounding dialogues.
2. The teacher gives the students plenty of time to study the word in the context, so that they can work out what about the meaning of word. The teacher asks them to study the contexts individually and then asks them to compare their thoughts in pairs or groups.
3. Discussing the meaning of word together.
4. The teacher provides a phonological model (including pronunciation) in surrounding sentences.
5. The teacher provides stimulation for the students to elicit the use of word in a natural way.
6. The teacher sets up a simulation, providing students with the chance to say the word in a natural situation.
7. The teacher sets up a review schedule, in which words are elicited and practiced ([http://www.teachingenglish.org.uk/think/vocabulary/seven\\_steps.shtml](http://www.teachingenglish.org.uk/think/vocabulary/seven_steps.shtml))



#### **D. Vocabulary**

According to Penny Ur, “vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, post office and mother-in-law, which are made up of two or three words but express single idea. There are also multi-word idioms such as call it a day. Where the meaning of the phrase cannot be deduced from: an analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary ‘ item’ rather than ‘word’. ( Penny Ur , 1996: 60 )

Vocabulary is central to language and of critical importance to the typical language learner. (Coady and Hunckin, 1997:5).” Vocabulary is the total number of word you know in a particular language.” ( Sinclair, 2001 : 174 )

#### **E. Importance of Teaching of English Vocabulary**

“Vocabulary is the biggest component of any language. If you do not know enough vocabulary you will not be able to express yourself adequately. (McCharty, 1983:101). According to Allen, “Students who do not learn grammar along with vocabulary will not be able to use the language for communication. (Allen, 1983:101 ). Mc Charty stated, “ No matter how will the student learns grammar, no matter how successfully the sounds of L2 are mastered without words to express a wider range of meaning, communication in L2 just can’t happen in any meaningful way” (1990 : piii).

At this time, not knowing a specific word can severally limit communication: however, in many cases lexical lapse can actually stop communication completely. “To improve the second language proficiency, English Language Learners (ELLs) need a solid knowledge of vocabulary. While a basic level of vocabulary will allow learners to communicate some ideas to certain degree, better communication-whether in speaking/listening or writing/ reading-can be accomplished when learners have acquired more vocabulary”. (Folse, 2004:12).

There are three processes that would help the learner. There are as follow:

1. Fix the meaning of the word in your mind
2. Make word your own.
3. Use the word to communicate with others.

The statements above point out that, vocabulary is the most important thing in the learning new language. We cannot say anything or cannot express anything in our mind for something without knowing the meaning of word. Besides vocabulary, grammar is also important. Both of them are needed in communication of English.

#### **F. Technique in Teaching English Vocabulary**

In teaching vocabulary, simple technique must be used. Some mechanical techniques are appropriate coral repetition and other drilling, for example. A good many teacher initiated questions dominate at beginning level, followed only after sometime by an increase in simple student- initiated questions. Group and pair activities are excellent techniques as long as they are structured and clearly

defined with specific objectives. A variety of technique is important because of limited language capacity. (Brown, 2001: 103).

According to the book of *The Primary English Teacher's Guide*, written by Brewster, there are some techniques in teaching vocabulary:

1. Using object

When introducing a new word, the teacher may use real objects. It often helps the students to memorize the word easily, because the object can visualize the word.

2. Using illustration

A new word also can be introduced by using illustration or picture or visual things can support the students to understand the meaning word more memorable.

3. Repetition

Get the class to repeat the words again and again. It can help the students to memorize the word easily. Children learn new word relatively but they also forget it quickly. However, the teacher also checked the pronunciation.

4. Mime, expression and gesture

Mime, expression and gesture can be used to introduce a new word. For example, when the teacher introducing about the name of activities. The teacher can express by doing something same as the name of the activity.

#### 5. Guessing from context

Help the students to guess the meaning of word as much as possible. It can help the students to construct their confidence to learn a language. It may be done by using mother tongue, or illustration.

#### 6. Practicing and checking vocabulary

It is very important to check the student's progress about learning language. After getting the material, the teacher gives some test or practices, such as matching the word to the picture, guessing game, and labeling.

(Brewster, 1991:90)

There are some techniques of making clear the meaning of a word used in teaching vocabulary:

##### 1. using object

There are plenty of object can be used to show the meaning. Object in the classroom can be used or things brought to the classroom. Introducing a new word by showing the real object often helps pupils to memorize the word through visualization.

##### 2. using illustrations and pictures

a great deal of vocabulary can be introduced by using illustrations of pictures, either those found in the language learning materials you are using or making your own visual aids, using pictures from magazines, newspaper and so on. Visual support helps pupil understand the meaning and help to make the word more memorable. According to Jean Brewster," Visual support is very

important to help convey meaning and help pupils memorize new word".  
(Brewster, 1991:89)

### 3. using body

Your body and those of the students can be used to get meanings across. These are the techniques you will use:

- i. facial expression, to show feelings (eg happy, smiling, hot, thirsty, angry, tired)
- ii. gesture, using hands and arms to show a range of meanings (eg fast, small, curving, wide, rolling)
- iii. mime and actions, to show many verbs and some adverbs(eg to stagger, to eat, to slip, to wake up, slowly, angrily). (Cross, 1992:6)

### 4. song

Songs can be used to focus on the form of the language, including grammar, vocabulary, and pronunciation. Firstly, the song can be used as a sample of language to be analyzed. This could involve activities such as the students answering concept questions about grammar features in the song, searching the song for antonyms or identifying certain pronunciation patterns. Secondly, the song can be used as an exercise. Students can be asked to do gap-fills, transformation, pronunciation drills, and so on using the lyric. In either case, the students can make use of the mnemonic quality of song: the way words are much more memorable in combination with rhythm and melody. ( Hancock, 1998:9) Song and rhymes are useful for practicing new

grammatical pattern or vocabulary one they have been presented. (Brewster, 1992:178)

#### 5. games

A game is an activity with rules, a goal and element fun. (Hadfield, 1998:4). There are two kinds of games: competitive games, in which players or teams race to be the first to reach the goal and cooperative games, in which players or teams work together to words a common goal. The emphasis in the games is on successful communication rather than on correctness of language.

## **CHAPTER III**

### **DISCUSSION**

#### **A. The Description of SDN 02 Jetis Karanganyar**

##### **1. SDN 02 Jetis Karanganyar**

SDN 02 Jetis Karanganyar is one of state elementary schools in Karanganyar. The school was built in 1966 and stand on the area of about 1156 m<sup>2</sup>. Although the location is small, it is comfortable for doing teaching learning process. It is also clean. The school is located in Jetis Wetan, Jaten Sub district, Karanganyar Regency. Its location is in south of Jetis Village and besides Jetis field.

The school building consists of many rooms, although the location is small. There are six classrooms for every grade, head master room, computer laboratory united with library, a school canteen and 6 toilets.

##### **2. Vision and Mission of SDN 02 Jetis Karanganyar**

SDN02 Jetis has vision and missions not only to increase the quality of students, teacher and staff but also to increase the religiousness. This condition was supported by the Jetis village environment which is religious.

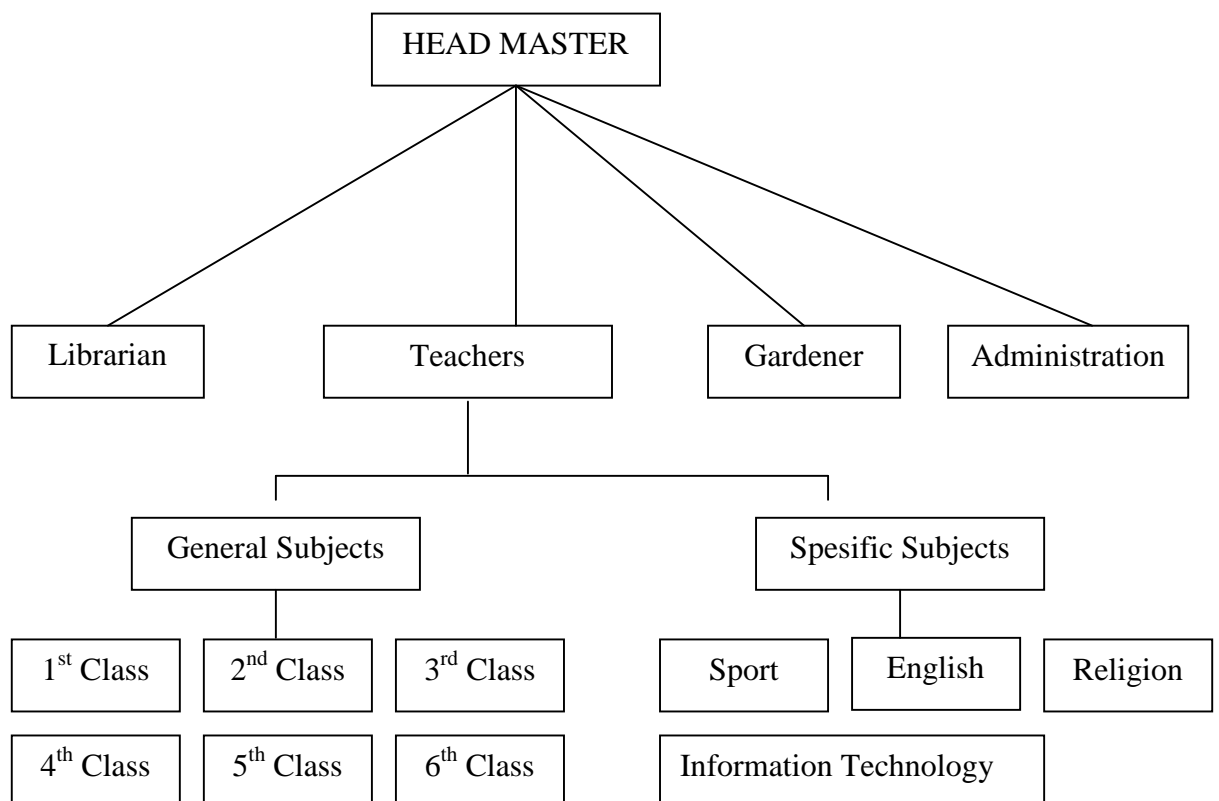
##### **Vision**

Excellent in achievement based on faith and piety.

### Mission

1. Applying about studying and leadership effectively to optimize potential students have.
2. Growing the comprehension up and implementing of religion believed to establish noble character.
3. Creating conducive atmosphere to create the whole of school activities.
4. Increasing competitive culture for students in effort to increase achievement.
5. Giving priority to the cooperative in finishing education and matter pertaining to teacher.
6. Increasing and developing sport, art and culture.
7. Developing the personality loved fatherland

### 3. Organization Structure of SDN 02 Jetis Karanganyar





SDN O2 Jetis is led by a headmaster. The head master has responsibility to control and handle teacher's work and everything related to the school.

Every grade has a teacher class. They are responsible for their class. They have responsibility to monitor every development their student's achievement and student's ability. The teacher class does not teach all of subjects. There are teachers who teach a particular subject, such as English teacher, religion teacher, sport teacher and information technology teacher. The teachers teach 1<sup>st</sup> grade until 6<sup>th</sup> grade.

#### **4. Extracurricular Activity**

1. Scout, for 3<sup>rd</sup> grade until 6<sup>th</sup> grade held once a week on Friday at 14.30-16.00.
2. Computer, for all of classes held after learning activity. It is done on the schedule of each class.
3. Dancing

### **B. Some Observations When Doing Job Training**

#### **1. Class Observation**

The writer did an observation at SDN O2 Jetis Karanganyar from February 16<sup>th</sup> 2008 until March 28<sup>th</sup> 2008. The writer came to SDN O2 Jetis everyday during her job training. The writer taught 1<sup>st</sup> grade until 6<sup>th</sup> grade and the writer taught four times every week. Those were on Monday for 4<sup>th</sup> grade students, on Wednesday for 2<sup>nd</sup> students, on Thursday for 1<sup>st</sup> grade students and on Friday for

3<sup>rd</sup> grade students and 5<sup>th</sup> for grade students. The writer chose the third grade class as the focus of observation. Among other class, it is the biggest class. This condition makes activities of teaching and learning more free.

Everyday the classes start at 7.00 pm until time break at 8.45 pm. The English's schedule of third grade class on Friday at 7.30 after they have physical exercises at 7.00 held on every Friday. This activity must be followed by all of the students. The third grade students are discipline enough, that seem after have activities in the morning not need a long time to change their uniform, and they enter to the class directly. The chairman stands up in front of class and led to pray together. This activity is also done by the chairman of each class before starting the learning process. The students were ready to learn when the teacher was entering the class.

The writer observed the class not only by watching the students learning process inside class but also outside class. The writer also watched the student's value in learning English.

Amount the students of third grade class is 26 students. Most of third grade student liked activity that could make them happy such as guessing games and story. They are very enthusiastic with those activities.

There are some facilities inside the class to support the learning activities. They are a blackboard, a cupboard, schedule board, 14 tables, 28 chairs, many kinds of pictures about English, map, heroes pictures hung on the wall, lamp, washtand, and chair and table for the teacher.

## **2. Making Lesson Plan**

For organizing what the teacher teaches and effectiveness the time when in the class, the teacher needed of frame work for teaching. That is lesson plan. Teaching activities is not easy things for teacher, especially in teaching children. The teacher should have lesson plan to organize the activities of teaching learning. Lesson plan is an important guide in order to reach the purpose of teaching.

When doing the job training in SDN 02 Jetis, the writer arranged the lesson plan based on lesson book and curriculum that was given by English teacher in that school. The writer used “PAKEM BAHASA INGGRIS” published by Teguh Karya as hand book.

### **C. Discussion**

#### **1. Technique of Teaching Vocabulary to The Third Grade Students in SDN 02 Jetis Karanganyar.**

In the process of teaching vocabulary, teacher can use some techniques to deliver the materials easily. For young children using of techniques make them fun and enjoy in English class. This way makes the learners master the material easier.

There were techniques used the writer when taught English vocabulary in the 3<sup>rd</sup> grade students, they are:

##### **I. Using body language/gesture**

Using body language (action) made the students try to imagine what the words meant. After they have known the meaning of the word, they also known and memorized indirectly.

The writer used body language (action) in her presentation. For example, in material family, the writer used action to explain the material to the students.

- The word meant '**mother**'

The writer acted like a mother, the writer brought a bag and made up her face with compact powder and lipstick with hand.

- The word meant '**grand mother**'

The writer acted like a grandmother, the writer hunchbacked and spoke like a grandmother. Or in material 'school activities',

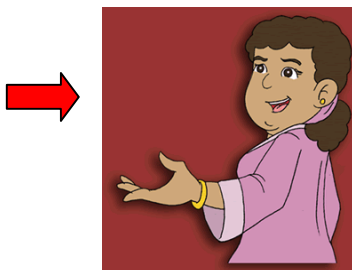
- The word meant '**writing**'

The writer acted writing something, and then asked the students to mention what the word meant.

## II. Using pictures

A picture as visual support helps pupil understand the meaning and helps to make the word more memorable. Most of students liked pictures as media to explain of the material. The writer used the pictures in presentation the material.

The writer used the pictures which is available its spelling on the behind of the pictures. First, the writer showed the pictures, for example "mother" picture



Second, the writer turned the picture over and said "mother".



Third, the writer asked the students to repeat together.

The writer: let's speak together "mother"

Students : "mother"

Last, the writer spelled the word followed by the students.

/em/ /ow/ /tie/ /eic/ /ie/ /ar/ MOTHER

The writer also showed the picture and asked the students to mention what the picture was, for example:



The writer: "who is that man?"

Students : "father"

The writer : " let's spell it!" /ef/ /ei/ /tie/ /eic/ /ie/ /ar/ FATHER

Then the writer turned the picture over to make sure the spelling of the picture.

**FATHER**

Giving question like above could show how far the students have known the material. It also can be practice to prepare the students faced exercise or

examination with question like that. For more interested the students, the writer used colored pictures.

### III. Games

Games made the students feel fun and enjoy in English class. There are two kinds of game: competitive game and cooperative games. The writer used guessing games in the presentation or in drill. According to Penny Ur, "Guessing is one of the simplest and most well-know brainstorming activities that exist, and very easily transformed in to a group discussion game (using "discussion" in the wide sense defined earlier). The guessing game lends itself to use by classes whose English is comparatively limited since it is based on the simplest types of utterances: simple questions or statement, brief phrase, single word". ( Penny Ur, 1981:27)

In this game, the writer divided the students into groups. Every group consists of four students. Each group competed to guess the question from the teacher. The group who can answer the question correctly in great number becomes the winner. That group got score '10' and reward (candy) from the writer. Sometimes, the writer gave guessing game for the students in individually to check have the students already understood the material or not.

### IV. Song

Singing a song (English) made the learners more relaxed to join English class. Song also made the learners absorb the materials explained by teacher easier.

The writer used the song in warming up at the first meeting in order to refresh the atmosphere of the class before starting to study English. The writer selected the song based on the material learnt and it was easy to memorize. The writer also chose the rhythm's song according to what the students have been heard, for example "Balonku Ada Lima" changed with English song. In material "family", the teacher can use song "one and one" ( satu-satu ).

## **2. The Effectiveness of Technique of Teaching Vocabulary to the 3<sup>rd</sup> Grade Students in SDN 02 Jetis**

In teaching learning process, especially in learning English vocabulary, the teacher should be creative to create their students enjoy in class. The technique could be used from warming up until skill practice. Using technique should be done to help the students absorbed the material easier. The teacher can use some techniques to reach this condition. The result could be shown from their daily examination, there were increasing in their writing examination.

Using technique as have been explained above have some benefits in teaching vocabulary in the 3<sup>rd</sup> grade students, such us:

### **1. Making the students enthusiastic to join English class**

Most of students thought that English lesson was difficult. For losing that perception, the teacher should use techniques in every meeting. Technique can make English materials easy to memorize and understand. Therefore, if there is perception that English lesson is difficult, it isn't true and not like the students thought previously. The writer often used guessing game, because most of 3<sup>rd</sup>

grade students liked that game. If the writer gave guessing game, they were very enthusiast competed to answer. The writer also used that condition to take score, especially for their activation in the class.

## **2. Making English teaching learning process not to be monotonous**

The way of teaching the teacher used which was always same, made the students bored in the class. Probably, it can make the student's motivation to learn the material low. Using technique made different atmosphere in the class. Technique can be combination with other technique in teaching learning process.

## **3. Making good atmosphere in class**

Technique gave different nuance inside of class. For example, song and music can be used to relax the students and provide an enjoyable classroom atmosphere. Game also made fun and enjoyable in the classroom atmosphere. Actually, good atmosphere in class can influence the student's motivation to learn in their class. Therefore their value can increase indirectly.

## **4. Helping the teacher control the class condition**

The condition in the class often not stabilized, sometimes too noisy or sometimes quite. If the class condition is noisy, the teacher should find a trick to control it. Picture, games and song are techniques that are very effective to control class condition.

Game could build the motivation of the students to learn, especially guessing game. The most of students liked that game. Beside that the students could play together without forgetting to learn English. With showed the pictures or used body (action) could make the students interesting and more pay attention



to their teacher indirectly. Song provided active participation in the class, so with participation from the students, the class could be controlled.

#### **5. Helping the students more understand and memorable the material**

Pictures and body (action) were very helpful for the students to understand and memorize the material learnt, especially English vocabulary. Pictures or real object and body as visual support, help the students more understand and memorize the material. Songs are especially good at introducing vocabulary because song provide a meaningful context for the vocabulary. Shortly, using technique can influence the students in memorizing and understanding the materials. The student who understands and masters the material, certain could do the assignment or examination easier and got good mark. Therefore, using technique gave an impact on the student's value.

## **CHAPTER IV**

### **CONCLUSION AND RECOMMENDATION**

#### **A CONCLUSION**

After accomplishing this final project report, there are some conclusions that could be drawn based on the discussion in chapter III. The conclusions are as follow:

#### **1. Technique of Teaching Vocabulary to the 3<sup>rd</sup> Grade Students in SDN 02 Jetis Karanganyar**

Using technique in teaching vocabulary is very helpful for teaching learning process. Technique makes teaching learning process not only interesting but also makes good atmosphere in the class, because it provides fun and an enjoyable. A variety technique is important because limited language capacity.

There are some techniques that the writer used in teaching vocabulary in the 3<sup>rd</sup> grade students in SDN 02 Jetis Karanganyar:

1. Using body
2. Using picture
3. Games
4. Song

## **2. The Effectiveness of Technique Vocabulary to The 3<sup>rd</sup> Grade Students in SDN 02 Jetis Karanganyar**

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Techniques were helpful for the writer in teaching vocabulary in the 3<sup>rd</sup> grade students in SDN 02 Jetis Karanganyar. There are some effectiveness used techniques in English class.

Using body make the students attracted and pushed ahead to think more about the material explained in teaching in English vocabulary teaching learning process.

Using picture makes easier the teacher explain the material and the students will be more understand and memorize easily. Pictures also make the students enthusiastic in joining English teaching learning process because most of students liked picture.

Games make the students fun and enjoyable in teaching learning process. And song can make the students relax and provide an enjoyable classroom atmosphere.

The whole of the techniques explained above can be used to control the class condition and make the teaching learning process not monotonous.

## **B RECOMMENDATION**

Based on the conclusions that have been given previously, the writer wants to give some recommendations as follows:

1. The English teacher of SDN 02 Jetis Karanganyar

The English teacher of SDN 02 Jetis Karanganyar, should use some technique for making teaching learning process not monotonous. By using some techniques make the students do not feel bored in the class and they will be interested to learn English. It can be shown when the writer entered the class, the students cheered happily and enthusiastic to join in her class. The teacher must be creative to make variety of technique because limited language capacity.

2. SDN 02 Jetis Karanganyar

SDN 02 Jetis Karanganyar should increase the facilities that can support the English teaching learning process. The facilities such as equipment and many kind of picture about English are very helpful the teacher to explain English material.

There are many kinds of available facilities also can make students attracted to join English class.

3. English Diploma Program, Faculty of Letter and Fine Art, Sebelas Maret University.

It is important for English Diploma Program to add the time for teaching subject, because teaching subject is learnt just in one semester. It is not enough to improve the knowledge about teaching subject. It is also important to improve the facility that students need in doing the final project report such as reference books.

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